

Bryniau Clwyd Federation



Marking and Feedback Policy

This policy forms part of a whole school policy for teaching and learning. It relates to the ethos of the school and has direct links with curriculum planning and assessment.

How children's work is received and marked and the nature of the feedback given to them will have a direct bearing on learning attitudes and future achievements.

The policy must be:

- Consistently applied by all staff
- Clear in its purpose
- Manageable
- Productive in its outcomes
- Informed by pupils individual needs and assessments

Aims – Reasons for Marking

- Recognise, encourage and rewards children's effort and achievement, and celebrate success.
- Provides a dialogue between teacher and children and clear appropriate feedback about strengths and weaknesses in their work.
- Improve pupils confidence in reviewing their work and setting future targets, by indicating the 'next steps' in learning.
- Indicate how a piece of work could be corrected or improved against assessment criteria.
- Help pupils to develop an awareness of the standards they need to reach in order to achieve.
- Identify pupils who need additional support/more challenging work and to identify the nature of the support/challenges needed.
- Provide evidence of assessments made and help moderate the interpretation of learning intentions and levels achieved.
- Involve parents more directly in reviewing their child's progress and to help in reporting to parents.
- To aid in curriculum planning.

Marking should be positive, clear and appropriate in its purpose. It needs to offer positive benefits to staff and pupils and the outcomes need to be fed back into planning.

Principles

Marking and feedback should enable pupils to develop as independent learners, with an awareness of their own strengths and a knowledge of what they need to do to improve.

It is essential that:

- Pupils are made aware of the learning intentions Learning Objective (LO) or Nod Y Wers of the task and of the criteria against which their work will be marked/assessed.
- The learning needs of the individual are understood and work is matched and marked appropriately.
- Work is marked in such a way that achievement is acknowledged and teaching points are highlighted.

- Where appropriate, marking and feedback is linked directly to learning intentions and targets.
- Pupils are offered time to review feedback given and to make the improved suggestions.
- Wherever possible, where pupils are working with an adult in a focus group, feedback is given within the session.
- Time is offered at the end of each lesson to review learning, making assessments and to suggest next steps.
- A consistent approach is taken throughout the schools but differs slightly across the federation but that the approach is developmental across age-ranges.
- The policy is consistently applied by all this working with the pupils in the school, including support staff and supply teachers.

Nature of Feedback

- Comments should refer to the learning intention of the task or to individual or class targets.
- No piece of work should ever be over-marked with every correction highlighted. Instead marking should focus on success and improvement.
- Comments may form the basis of a discussion between teacher and pupil.
- Comments may be oral or written.
- Comments may be given on a group or individual basis.
- Time must be given for comments to be acted upon.
- Written feedback should be legible and clear in meaning.
- Feedback should be informative and enable pupils to progress as a result, e.g. enable pupils to set targets for future learning.

Marking and Feedback Methods-Classroom Practice

General

- Common marking practices have been agreed. This will vary from year to year group.
- All pieces of work will be acknowledged but marking will vary in detail depending on the task and its purpose (see detailed marking section).
- Feedback will be focused on success and improvement with time built in for pupils to respond to what has been commented upon.
- Work will be marked in pen.
- Teachers should mark that aspect of the pupils work which related to the planned learning outcome and success criteria or to the identified target.
- Some pieces of classwork will be self-marked or peer assessed and will be coded as such by the teacher or pupil.

Suggested Prompts for Improvement –

- Why? – justify a statement
- How did you/he/she feel?
- Add something , e.g. more/different adjectives or adverbs

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- Change something, e.g. think of better words
 - Tell us more, e.g. add a description of a character, include how they are feeling, add further explanations.
 - What happens next?

Celebrating Achievement

- All marking and feedback should take into consideration the self-esteem of each pupil as this is a significant factor in being a successful learner. A star or two stars will be used to inform the child of their success.
- Praise should be specific to achievement and should be made explicit.
- Work will be celebrated in many ways and will be linked to high expectations and achievements personal to each individual child.
- Achievements will be shared with the class, other members of staff and with parents.

Detailed Marking

Every piece of work/task should be acknowledged and should be provided with feedback, either oral or written and should be based on success and areas for improvement. However, not all pieces of work need to be marked in detail, i.e. where spelling, grammar, punctuation and handwriting are not taken into account. Marking each piece of work in this way is unmanageable and counterproductive. Detailed marking should be completed for assessment purposes and in tasks where pupils apply skills learnt, e.g. extended writing and problem solving tasks.

Marking work

Live marking (marking within the lesson with the child) and verbal feedback has been proven to be more beneficial to a child's learning and development than delayed feedback and written comments. The children have previously said that they prefer live marking and verbal feedback as they wanted the opportunity to address any 'pinks' there and then and improve their work as they are doing it.

Marking within lessons

The adult working within the lesson with the child is responsible for marking the work produced in that session. This ensures that the feedback that is given is a true reflection on what the child has achieved or found challenging within the session.

Maths

Maths will only require a symbol to state whether the work was completed independently or supported and ticks or a dot next to any incorrect answer.

Written pieces of work

For written pieces of work in any subject, whether live marking or marking after the lesson, the mark scheme should be followed. The detail and level of marking will depend on the age and ability of the child.






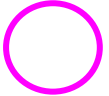



Self assessment and correction

A purple pen is used when a child is editing their work or correcting any pinks in their work. This allows for easy identification between what has been edited or corrected by the child and what has been corrected by the adult. This starts from the last term of year 1 upwards.

Foundation Learners Marking Code

<u>Licswm</u>	<u>Caerwys</u>	<u>Meaning</u>
(I)	(I)	You have completed work independently
(s)		You have completed your work with support
(HS)		
	(TS) (TG)	TS = Teacher Support TG = Teacher Group
(VF)	(VF)	Verbal Feedback given to you. You need to act on the advice you have been given
()	()	Letter or area is circled if a piece of punctuation is missing or has been included and unnecessary
because	~~~~~	Spelling error is written underneath the work for pupils to practise A wiggly line underneath shows a spelling error for the pupils to correct
()	()	Rephrase this/ this doesn't make sense
✓	✓	Correct/ good work
✓ ✓	✓ ✓	Excellent work / your work is above the expected standard

KS2 Marking Code - Licswm

<u>Marking symbol:</u>	<u>Meaning:</u>
	You have completed your piece of work independently.
	You have completed your piece of work with support.
	Verbal feedback has been given to you. You need to act on the advice you have been given.
	Capital letter is missing
	Spelling error
//	New paragraph/ new line
()	Re-phrase this/ this doesn't make sense
	A circle with a piece of punctuation inside it (.,?!) means that piece of punctuation is missing.
	A circle with a piece of punctuation inside it that has a line through it (.,?!) means that piece of punctuation has been put in the wrong place.
	Correct/ good work
	Excellent work/ your work is above the expected standard.

KS2 Marking Code - Caerwys

<u>Marking symbol:</u>	<u>Meaning:</u>
I	You have completed your piece of work independently.
S	You have completed your piece of work with support.
VF	Verbal feedback has been given to you. You need to act on the advice you have been given.
ABC	Capital letter is missing
sp	Spelling error
//	New paragraph/ new line
G	Grammatical Error
P	A circle with a piece of punctuation inside it (.,?!) means that piece of punctuation is missing.
✓	Correct/ good work
✓ ✓	Excellent work/ your work is above the expected standard.

